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A set of minimum standards in nine categories issued by the Oregon State Board of Education or school buildings and school operation. All public schools must conform to these minimum standards to be eligible for basic school support apportionments. Standards categories are as follows--(1) Plan of Organization, (2) Instructional Programs, (3) Library-Instructional Media Program, (4) Guidance Services, (5) School Term, (6) School Staff, (7) Administration, (8) School Plant, and (9) Auxilliary Services. (NI)

STATE

OF

OREGON

MINIMUM STANDARDS FOR PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Adopted by the State Board of Education September 14, 1966, Issued by the Department of Education *** LEON P. MINEAR, Superintendent of Public Instruction Salem, Oregon 97310

FOREWORD

Each of the 450,000 boys and girls now attending Oregon public elementary and secondary schools should have certain fundamental educational experiences if each is to succeed in a highly competitive and complex adult world. Regardless of where he lives in the state, the size of school he attends, or the financial status of his family, each child must be provided basic educational opportunities. These basic elements in the education of children constitute the minimum requirements of the standardization program.

Basic School Support Fund monies are appropriated for the improvement and support of standard educational programs in grades 1-12 in the public schools. These monies are distributed to school districts which meet all legal requirements, maintain and operate standard schools, or which contract with another district operating standard schools for the education of their children (ORS 327.010).

These standards supersede the Standards for Elementary Schools in Oregon, issued in 1959; the Standards for Public High Schools in Oregon, issued in 1959; and the Standards for Junior High Schools in Oregon, issued in 1963.

This 1966 revision is the culmination of an extensive study by a representative statewide committee which met periodically between May 1964 and October 1965. Helpful suggestions and comments were received from school board members, administrators, and members of the teaching profession during the study. These contributions are gratefully acknowledged.

The Department of Education is indebted to the twenty-one members of the representative statewide School Standards Revision Committee who served with sincere dedication under the chairmanship of Mr. Marion Winslow, Superintendent of the Coos Bay Public Schools.

Revision of minimum standards is intended to establish a basic foundation upon which school districts can build stronger educational programs. Guidelines which point the way to further improvement in the educational program will be developed to assist and encourage districts to exceed minimal standards in their local educational effort.

Leon P. Minear

LEON P. MINEAR
Superintendent of Public Instruction

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MINIMUM STANDARDS

FOR PUBLIC SCHOOLS

13-005 INTRODUCTION

Standards for Oregon public schools are developed and issued by the State Board of Education under authority of ORS 326.051. The minimum standards and the rules adopted by the State Board of Education are requirements to which all public schools must conform to become or remain eligible for basic school support fund apportionments. The Basic School Support Fund Law defines the important role of standards in the state financial support of local elementary and secondary schools: see ORS 327.006, Section 8; ORS 327.010, Section 1; ORS 327.103, Sections 1, 2, 3, and 4.

13-010 ADMINISTRATION OF THE STANDARDIZATION PROGRAM

(1) The Standardization Section of the Administrative Services Division, State Department of Education, is responsible for evaluative and reporting instruments to be used for standardization purposes.

(2) In administering the standardization program, the State Department of Education will encourage experimental or pilot programs in education, provided these are carefully planned and adequately supervised. When a special program necessitates major deviation from requirements in the standards, a school district will submit a description of the project and secure approval for such deviation from the State Department of Education prior to initiating the change. Approval of such a special program will be for a specified period of time at the close of which an evaluation will be required. No approval can be granted for deviations from requirements which are specified in the Oregon Revised Statutes.

(3) A nonpublic elementary or secondary school desiring an official standardization appraisal will present a written request for such approval to the State Department of Education. The school will be classified after a formal standardization visit.

13-015 DEFINITIONS

(1) As used in sections 13-005 to 13-020, unless otherwise required by the context:

(a) Standard School means a school which meets all of the provisions of the minimum standards adopted by the State Board of Education.

(b) Nonstandard School means a school which fails to meet the minimum standards of the State Board of Education and which, within ninety days of the finding of deficiency by the Superintendent of Public Instruction, has not submitted a plan of correction or has not adhered to the plan of correction received and approved by the Superintendent of Public Instruction.

(c) Conditionally Standard School means a school which has failed to meet the provisions contained in the minimum standards but for which the local school board has adopted and submitted a plan for correcting the substandard conditions and the plan has been approved by the Superintendent of Public Instruction.

(d) These standards are not applicable to community colleges as these are defined in ORS 341.005.

13-020 ASSIGNMENT OF STANDARDIZATION CLASSIFICATION

(1) An official standardization classification is assigned to each school in a school district: a. after an on-site appraisal supervised by personnel of the State Department of Education; or, b. when a school classified as conditionally standard has completed its plan of correction and local district officials certify that the school is meeting all the provisions of the minimum standards, the State Superintendent of Public Instruction may change the classification of the school to standard. The classification is subject to review at any time deemed necessary or desirable in light of changes in local conditions or in the requirements of the standards.

(2) The classifications are:
(a) Standard school;
(b) Nonstandard school; and
(c) Conditionally standard school.

(3) A school district with one or more nonstandard schools shall be classified nonstandard and shall not be eligible to receive further Basic School Support monies until the provisions of ORS 327.103 have been met. A plan submitted to the Superintendent pursuant to ORS 327.103 (3) shall provide specific steps for correction of each substandard condition, a completion date for correcting each substandard condition, and the date of approval of the plan by the school district board of directors. When the district's plan of correction is approved by the Superintendent of Public Instruction, the classification of the school or schools will become conditionally standard.

(4) A conditionally standard rating indicates a temporary status and includes the ninety-day period to which they are to adhere. Failure of the district to meet the terms of the plan of correction will cause the rating of the school to revert to nonstandard, and the school district's apportionment of the Basic School Support Fund will be withheld until such time as it adheres to the plan or an amended plan has been presented and approved.

13-021 WAIVER PROVISION

(1) When a school district believes it is not feasible to comply with a specific standard in a school or schools, because of an unforeseen emergency or pre-existing condition, it may petition the State Board of Education for a waiver.

(2) The petition for a waiver shall:

(a) Identify the specific substandard condition for which the waiver is requested.

(b) Provide detailed information on how the district is compensating for the condition to protect the education, health, and/or safety of the children affected thereby.

(c) Provide detailed information on why the district cannot reasonably correct the substandard condition.

(d) Identify a maximum period of time for which the waiver is requested.

(3) The State Board of Education shall grant such waivers when it has assurance that children are adequately protected, and shall specify the length of time such waiver shall be in effect.

13-025 STANDARD I - PLAN OF ORGANIZATION - DEFINITIONS

(1) As used in this section, unless otherwise required by the context:

(a) Elementary School means an organizational unit composed of any combination of grades K through eight.

(b) Junior High School means an organizational unit composed of grades seven, eight, and nine, or a combination thereof; it is organized separately from other grades in the system; has an average of one hundred or more students in each grade; and is approved as a junior high school by the State Department of Education.

(c) High School means an organizational unit composed of any of the following combinations:

1. Grades ten through twelve in districts providing a junior high school;

2. Grades nine through twelve either organized separately or as an organizational unit where grades one through twelve are housed in one building.

3. Grades seven through twelve organized in accordance with subsection (2) of this standard, and the instructional program and extra class activities are consistent with the recommendations of the State Department of Education contained in published bulletins "Guide to Junior High School Education in Oregon" for grades seven through nine and "Guide for High School Education in Oregon" for grades ten through twelve.

(2) A school district desiring to organize a school with grade combinations other than those set forth in this standard shall present the plan of organization to the State Department of Education and secure approval before implementation.

13-030 STANDARD II - INSTRUCTIONAL PROGRAMS

(1) Function and Purpose: The instructional program is the focal point in the education of children. All the provisions of the standards exist to facilitate effective instruction.

(2) Program of Studies: A program of studies consisting of courses of instruction and related activities has been adopted by the State Board of Education pursuant to ORS 326.051 and is required to be followed in the public schools of the state. This program of studies is contained in publications adopted by the Board entitled "Guide to Elementary Education in Oregon," "Guide to Junior High School Education in Oregon," and "Guide to Secondary Education in Oregon."

(3) In addition to the foregoing publications, the Board has adopted for guidance of public schools in the state the following publications:

Art Education in Oregon Elementary Schools
Health Education in Oregon Elementary Schools
Physical Education in Oregon Elementary Schools
Principles & Policies for Athletics in Grades 6, 7, & 8 in Oregon Schools
Principles & Policies for Foreign Languages in Oregon Elementary Schools
Science Education for Oregon Public Schools
Business Education in Oregon Secondary Schools

Driver Education in Oregon Secondary Schools
Health Instruction in Oregon Secondary Schools
Homemaking Education in Oregon Secondary Schools
Mathematics in Oregon Secondary Schools
Physical Education in Oregon Secondary Schools
Social Studies in Oregon Secondary Schools
Alcohol Education in Oregon Public Schools
Conservation Education in Oregon Schools
Health Services for the School-Age Child in Oregon
Music Education in Oregon Public Schools
Health Scope & Sequence Chart
Physical Education Scope & Sequence Chart
Adapted Physical Education for Oregon Schools

Schools shall substantially conform to the recommended programs, procedures and practices contained in said publications and others subsequently adopted and shall comply with the mandatory provisions therein.

(4) When content for any course differs substantially from the content outlined in the Guides, or when courses are included in the program for which the textbooks have not been adopted, or which are not outlined in the Guide, a local course of study shall be presented to the State Department of Education for approval, except as otherwise exempted by ORS 336.035.

(5) There are specific statutory provisions for certain kinds of instruction, including:

(a) The district school board is responsible for carrying out the courses of study prescribed by law and by the rules of the State Board of Education (ORS 336.035).

(b) Recognition of Arbor Day requires activities during school hours which encourage planting, protection and preservation of trees and shrubs (ORS 336.015).

(c) The life of Frances E. Willard is to be commemorated during school hours with appropriate exercises and activities (ORS 336.025).

(d) Both public and private schools are required to have courses of instruction in the Constitution of the United States (ORS 336.057).

(e) Instruction in ethics and morality is required with special emphasis on honesty, obedience to law, respect for the flag, the Constitution of the United States, the Constitution of the

State of Oregon, respect for parents and the home, etc. Instruction is required as to the effects of alcohol and narcotics upon the human system, and in humane treatment of animals (ORS 336.067).

(6) Textbooks:

(a) Textbooks used in the public schools of Oregon are adopted by the State Textbook Commission. Schools are required to use the textbooks placed on the list adopted by the Commissioners except as provided in ORS 332.075, Subsection (3), and ORS 337.141, Subsection (2).

Textbooks for subjects not included in the state-approved program of studies must be approved by the State Department of Education.

(b) To implement the instructional program of grades one to eight, the school board is to supply an adequate number of state-approved textbooks for free use by the children, and may supply such textbooks for free use of pupils in grades nine to twelve (ORS 337.150).

(7) Basic Program of Studies for Small High Schools: All standard five- or six-year high schools employing fewer than nine full-time teachers or the equivalent, and all standard four-year high schools employing fewer than seven full-time teachers or the equivalent, are to adhere to a basic program of studies as outlined in "Guide to Secondary Education in Oregon." Deviation from the basic program of study requires the approval of the State Department of Education. The local school district, at its discretion, may select additional offerings from among those outlined in the Guide.

(8) Length of Class Periods:

(a) All secondary schools organized on a traditional six-period schedule have class periods of at least 55 minutes in length, exclusive of time necessary for passing from one class to another. Schools organized on a seven-period schedule have class periods of not less than 50 minutes in length, exclusive of time necessary for passing from one class to another. Junior high schools organized on an eight-period schedule have class periods of not less than 45 minutes, exclusive of passing time.

(b) In schools using flexible schedules, where the length of class time may vary, a course which grants one traditional unit or ten semester hours of credit must aggregate at least 145

clock hours of classroom work during a school year. Independent study and research time of individual students, when an integrated part of the course of study, may account for a portion of the 145 clock hours of classroom work.

(c) The aggregate number of hours required in classes of less than one unit, or ten semester hours, shall be adjusted proportionately to the amount of credit allowed.

(d) An elementary school is to have a school day of not less than the following number of instructional hours per day:

Grades one, two, and three	3 1/2 hours
Grades four, five, and six	5 hours
Grades seven and eight	5 1/2 hours

(9) Graduation Requirements:

(a) A diploma from a high school requires four years of actual school experience for students during grades nine through twelve, inclusive, except in special cases approved by the local school board.

(b) Semester Hours: A semester hour is the amount of credit earned in one standard period* per week per semester. The traditional unit is thus equivalent to ten semester hours.

(c) Number of Semester Hours Required: Four-year high schools (grades nine through twelve, inclusive) require at least 190 semester hours. Senior high schools (grades ten through twelve, inclusive) require at least 140 semester hours.

(d) Administrator's Duties: In evaluating the transcripts of students the administrator shall:

1. Accept ninth-grade work when satisfactorily completed in a standard junior high school on the same basis as when completed in a four-year high school;

2. Accept work completed in standard secondary schools in other states on the same basis as if the work had been completed in this state;

3. Determine, before acceptance, the value of credits from a nonstandard secondary school;

*See 13-030 (8) for definition of a standard period.

4. Accept credit for correspondence courses toward graduation requirements provided the correspondence work has been taken from the Division of Continuing Education, Oregon State System of Higher Education, or another member of the National University Extension Association.

(10) Required Subjects:

(a) 30 Semester Hours in English - Language Arts. The entire language arts sequence or an approved alternative is to be offered every year. All students are to be enrolled in English every year, but only three years or 30 semester hours are required for graduation.

(b) 20 Semester Hours in Social Studies. The social studies sequence requires courses in United States History-Government and Modern Problems, or equivalent work approved by the State Board of Education.

(c) 20 Semester Hours in Health and Physical Education. Ten semester hours of credit are granted for the successful completion of each year's work in health instruction and physical education as outlined in the Guide issued by the State Department of Education entitled "Guide to Secondary Education in Oregon."

Health and physical education are required of all students in grades nine and ten unless excused pursuant to Section 30.040 of the Rules of the State Board of Education.

(d) 10 Semester Hours in Science.

(e) 10 Semester Hours in Mathematics.

(f) The remaining subjects are elective unless local school board policy prescribes additional work in certain subjects.

(11) Accident Prevention Safeguards: All schools are to provide the necessary safety devices, safety equipment, and safety instruction for students operating power tools, conducting laboratory experiments, or participating in physical education classes.

13-035 STANDARD III - LIBRARY INSTRUCTIONAL MEDIA PROGRAM

(1) Centralized Instructional Materials Center: Each school shall have a centralized instructional materials center to provide services for all pupils. The centralized or pooled services within a district or county (or cooperative regional) organization will receive consideration in meeting Standard III.

(2) Minimum Library and Audiovisual Personnel Requirements: Each school is to have available the services of a librarian and an audiovisual coordinator as provided in this section, which duties may be combined, as follows:

(a) Secondary (Junior High and High School)

Size (No. of Teachers)	Professional Certificated Personnel	Adult Aide
5 - 10 Teachers	2/3 Full-time or equivalent	
11 - 25 Teachers	1 Full-time	1/2 Full-time
26 - 35 Teachers	1 Full-time	1 Full-time
36 - 50 Teachers	1 1/2 Full-time or equivalent	1 Full-time
51 - 80 Teachers	1 2/3 Full-time or equivalent	1 Full-time
81 Teachers and over	2 Full-time	2 Full-time

(b) Elementary Schools

Size (No. of Teachers)	Professional Certificated Personnel	Adult Aide
1 - 4 Teachers	District or IED Coordination and Supervision on a regular basis	
5 - 8 Teachers	District or IED Coordination and Supervision on a regular basis	1/2 Full-time
9 - 17 Teachers	1/2 Full-time	1/2 Full-time
18 - 24 Teachers	1/2 Full-time	1 Full-time
25 Teachers and over	1 Full-time	1 Full-time

(3) Materials:

(a) Print Materials: All districts are to have written policies regarding selection and use of all materials and services with special consideration for controversial and sponsored materials. The selection and use of specific items of material are the responsibility of local school boards.

1. Books: A school is to provide a minimum of ten books per pupil with no fewer than 1,000 titles, exclusive of textbooks, general encyclopedias, and dictionaries. Fifteen thousand titles constitute a basic minimum collection for schools of 1,500 students or more.

   At least 75 percent of the book collection is to be selected from the following approved book selection aids: Standard Catalog for High School Libraries, Junior High School Library Catalog, Children's Catalog, Basic Book Collection for High Schools, Basic Book Collection for Junior High Schools, Basic Book Collection for Elementary Schools, Booklist and Subscription Books Bulletin, Bulletin of the Center for Children's Books, lists prepared by the State Department of Education and the American Library Association, and other authoritative bibliographies and approved book selection aids.

2. Periodicals: A school is to provide a minimum of eight periodicals for student use plus six additional periodicals for every 100 students or major fraction thereof up to a minimum of 75 periodicals (including necessary duplication).

   At least 75 percent of the titles is to be selected from approved lists prepared by the State Department of Education, American Library Association, and other recognized professional associations, or from the titles listed in the Abridged or Unabridged Reader's Guide.

   A library serving students in grade seven and up subscribes to either the Abridged or Unabridged Reader's Guide to Periodical Literature.

   At least 75 percent of the magazine titles that provide reference information and are indexed in the Abridged or Unabridged Reader's Guide are stored for reference purposes for a period of at least five years or are to be available on microfilm.

3. Newspapers: A school is to provide a minimum of two newspapers, including one local and one metropolitan.

4. Unbound Materials: Organized collections of up-to-date pamphlets, appropriate pictures, pertinent clippings, and other unbound materials are to be available in the library.

5. Atlases: At least one atlas copyrighted within the last three years is to be available in the library.

6. Encyclopedias:

A. Secondary Schools: A representative variety of three or more standard sets of encyclopedias, one set of which is copyrighted within the last five years and two of which are copyrighted within the last ten years, is to be available in the library. At least one of the three sets shall be an adult encyclopedia.

B. Elementary Schools: Appropriate sets of encyclopedias equivalent to the number of classrooms above third grade are to be available in the building. All sets are to be copyrighted within the last ten years, and at least one set, copyrighted within the last five years, is to be available in the library.

C. Encyclopedias, dictionaries, and atlases are to be selected from those recommended in A Basic Book Collection for High School Libraries, A Basic Book Collection for Junior High Schools, A Basic Book Collection for Elementary Schools, Standard Catalog for High School Libraries, Junior High School Library Catalog, Children's Catalog, and Booklist and Subscription Books' Bulletin.

7. Materials in New Centers: A new school shall open with at least one-half of the minimum book collection organized and ready for circulation.

(b) Nonprint Materials: Each school shall present evidence of use of all types of nonprint materials in the classroom and in the library instructional media center.

(4) Physical Facilities and Equipment:

(a) Every school shall have a central library instructional media facility.

(b) In a secondary school of 500 students or more there is to be sufficient seating and table space in the library complex to accommodate at least 10 percent of the enrollment. One hundred and twenty-five students in one reading area is considered maximum seating. In schools with less than 500 enrollment the library shall accommodate the largest regular academic class plus space for independent use.

In an elementary school there is to be sufficient seating and table space in the library complex to accommodate the largest regular class.

(c) The reading room is to have essential equipment and furniture.

(d) In the reading room there is to be sufficient shelving for books, current periodicals and nonprint materials.

(e) There is to be practical storage arrangements for all materials.

(f) There is to be adequate working space for personnel.

(g) There is to be sufficient storage space for all circulating pieces of audiovisual equipment.

(5) Organization:

(a) All books are to be properly cataloged and classified according to the Dewey Decimal Classification with shelf-list, author, title, and subject cards. Other printed and nonprinted materials are to be organized effectively for maximum use.

(b) The media collections (print and nonprint) are to be systematically and continuously weeded of obsolete titles and worn-out materials.

(c) The library shall be open for students and teachers to use throughout the school day.

(d) The library is not to be used as a regularly scheduled study hall, a classroom or activity area.

(e) All instructional materials, print and nonprint, exclusive of textbooks, are to be centrally cataloged and organized for maximum use through the library instructional media center, regardless of the physical location of the materials.

13-040 STANDARD IV - GUIDANCE SERVICES

(1) Every school shall provide an organized guidance program based on a written plan, specifying the personnel, services to be provided, facilities, equipment, and materials to be provided for the implementation of that program.

(2) Junior high schools or high schools will provide assigned time

for counseling and related duties at a minimum ratio of one full-time guidance person or equivalent for each 400 students, with a minimum of two periods per day.

(3) Pupil Records:

(a) Permanent Pupil Records: A school or school district shall maintain a complete record of each student enrolled. The permanent record includes the full name of the student, birth date, parents' names, entry date, previous schools attended, subjects taken, marks received and/or credits earned, attendance, date and reason for leaving school, and such additional information as prescribed by the district. Permanent records are to be kept in a safe, vault, or file having a minimum one-hour fire-safe rating, or duplicate records are kept in a safe depository outside the building. These permanent records are not to be destroyed or transferred from the district.

(b) Cumulative Pupil Folders: Each school shall maintain a cumulative folder for each student currently enrolled. The cumulative folder is to contain information which is of current value in understanding the educational, physical, social, and psychological development of the individual. A school health record shall be kept for every student. A cumulative folder follows the pupil through all grades and to all public schools attended.

Current permanent pupil records and cumulative pupil folders shall be located where they will be easily accessible to the administrator, counselors, and certificated teachers.

(c) Requests for Official Transcripts: Permanent pupil records shall be completed accurately and forwarded promptly, upon the request of a school to which the pupil has transferred.

13-045 STANDARD V - SCHOOL TERM

(1) A school term is to consist of a minimum of 175 days of actual classroom instruction.

(2) Days of actual classroom instruction, as used in this standard, are those days within the regular school term when all enrolled students are under the guidance and direction of teachers employed by the district and are engaged in educational activities required of such students in fulfilling their program of studies or generally accepted as meeting recognized educational objectives, and on which students are in attendance for the number of hours designated by the district school board as the length of the school day.

(3) If classroom instruction is temporarily interrupted because of extraordinary conditions beyond the control of the district school board, five days of such closure may be counted as a part of the 175 days minimum for a school term. Credit for days closed is subject to the approval of the Superintendent of Public Instruction, and no membership is to be counted on the register for such days. Application for such credit is to be submitted to the State Department of Education.

13-050 STANDARD VI - SCHOOL STAFF

(1) Certification, Teaching Norms, Health Certificates:

(a) A school shall employ and assign properly certificated personnel for all teaching, administrative, supervisory, consultative, library, or other special positions involved in the instructional program of the school in accordance with the rules established by the State Board of Education (ORS 342.010 through 342.173).

(b) Certification requirements are set forth in Oregon Rules for Certification of Public School Teachers and Administrators, as adopted by the State Board of Education.

(c) Every school is to maintain or have a designated place for keeping a current record which includes the name of every certificated employe; the type of certificate he holds; date of expiration of this certificate; date his health certificate was issued; transcripts of his professional preparation; and teaching, administrative, or special norms which he meets.

(2) Employment of Teacher Aides:

(a) A school district may employ teacher aides subject to the rules of the State Board of Education. A teacher aide is a noncertificated person employed by a school district whose assignment consists of and is limited to assisting a certificated teacher. Aides are not to be used as substitute teachers, to relieve teacher overload, or to replace teachers on leave (ORS 342.155).

(b) Persons employed as teacher aides shall meet the following qualifications:

1. A high school graduate;
2. An age of 18 or over;
3. A citizen of the United States;
4. A standard of moral character as required of teachers.

(c) Teacher aides are to conform to the requirements of Oregon law that are applicable to other noncertificated school employes, including registration of the health certificate as required by ORS 342.602.

(3) Staff Adequacy:

(a) Daily Class Load:

1. In elementary schools, the average class load within a school in grades one, two, and three is not to exceed a maximum of 25 pupils ADM . The class load average within a school in grades four, five, six, seven, and eight is not to exceed a maximum of 30 pupils. The class load for a teacher assigned to teach three or more grades is not to exceed a maximum of 20 students ADM. The class load for a teacher assigned to teach two grades is not to exceed a maximum of 25 students. When the class loads are at or over the maximum, consideration shall be given for district-wide supervisory assistance and for use of teacher aides in the classroom.

2. In high schools or junior high schools organized on a departmentalized or semi-departmentalized basis:

A. The number of standard class periods of student groups instructed or supervised by a teacher is not to exceed six, except in an eight-period day, when each teacher is allowed a minimum of one period for preparation, conference, and curriculum planning.

B. The number of student hours of instruction assigned to a teacher except as indicated below is not to exceed 160 per day. The daily student load is based on the total number of students under the supervision of the teacher on the day of the week of the teacher's heaviest load with the following exceptions:

(1) The student load in typing, music, physical education, and supervised study may be discounted 50 percent.

(2) Duplicated classes may be discounted 10 percent.

C. A school conducting an approved special program is to continuously evaluate the effectiveness of instruction and the teacher work load and report the

findings to the State Department of Education as requested.

D. Teacher assignments are to be limited to three fields of teaching preparation for which teaching norms are required.

(b) Lunch Periods: In scheduling work assignments, teachers are to be allowed lunch periods of not less than 30 continuous minutes per day during the regular school lunch periods and during which they have no assigned duties. This standard may be waived in accordance with the provisions of Section 13.021 of these Rules.

(c) Minimum Number of Teachers:

1. A five- or six-year high school shall employ at least seven full-time certificated personnel or equivalent.

2. A four-year high school shall employ at least five full-time certificated personnel or equivalent.

13-055 STANDARD VII - ADMINISTRATION

(1) The School Board:

(a) A district school board may adopt rules for governing the conduct of its members and its proceedings. It must keep a journal and, on the call of any one of its members, must cause the yeas and nays to be taken and entered upon its journal upon any question before it (ORS 332.065). The district school board shall provide by rule the time and place of its regular meetings, and may also establish rules for the government of the schools and pupils consistent with the rules of the State Board of Education (ORS 332.107).

(b) A district school board is to keep on file a written compilation of organizational rules, operating policies and procedures adopted by it pursuant to statute, and shall make such written compilation available to the State Department of Education upon request.

(2) The Superintendent: The superintendent of a school district is the executive officer of the district school board and the professional leader of the school system. He shall:

(a) Be responsible for all administrative duties assigned to him by the school board;

(b) Be responsible for the supervision of instruction in all phases of the school program and for the coordination of all school activities;

(c) Provide educational leadership to the staff in improving the educational program;

(d) Serve as coordinator of the various units of the school system, as a liaison between the school board and subordinates, and as an advisor to the board on professional matters;

(e) Coordinate efforts to develop sound working relations between the school and community.

(3) The Principal:

(a) The principal is the responsible head and professional leader of the school to which he is assigned. He is to encourage, direct, and coordinate a continuing evaluation of the school's educational program in terms of its written objectives. He is responsible for the efficient operation of its building and its facilities.

(b) An elementary school is to provide the minimum supervisory and administrative leadership as indicated below:

Size	Extent of Admin. Required	Administrator
8 or more teachers (FTE)	Full-time admin. or equivalent	Certificated principal
5 - 7 teachers (FTE)	One half time admin. or equivalent	Certificated principal or head teacher
Less than 5 teachers	----------	Certificated principal or head teacher assigned responsibility

(c) A junior high school shall have a full-time principal responsible for that school.

(d) A high school of six or more teachers (FTE) shall have a full-time principal or superintendent-principal responsible

for that school. Smaller high schools shall provide a principal or superintendent-principal with a minimum of one-half of the school day devoted to administrative and supervisory duties.

(e) The principal of a school is to be provided with sufficient professional and secretarial assistance. Secretarial assistance is to be provided for all schools with five or more teachers in full-time equivalency at the rate of one secretary for every sixteen certificated teachers.

(f) If participation in inter-school athletics is a part of the elementary school activities program, then such participation is to conform to the regulations in the publication Principles and Policies for Athletics in Grades Six, Seven, and Eight in Oregon Schools.

(4) Half-day Sessions: Any school district in Oregon which proposes to operate half-day sessions in any school or double shifts consisting of less than full-day sessions may make application to do so pursuant to the waiver provisions of Section 13.021 of these rules. Failure to obtain such waiver prior to operation of such sessions shall result in classification of the district as non-standard.

(5) School Health Coordinator: Each school is to designate a staff member to coordinate health services for that school.

(6) Reports: All reports required by the State Department of Education are to be completed and forwarded promptly.

(7) Bonding: The persons responsible for custody of any funds, fees, or cash collections are to be bonded.

(8) Audit: Student activity funds and other fees or cash collection funds are to be audited in accordance with the provisions of ORS 328.465.

13-060 STANDARD VIII - SCHOOL PLANT

(1) School Site: Before school district real property is utilized for educational purposes, approval of the State Board of Education for educational adequacy and approval of the State Board of Health for water supply, sewage disposal, and other health factors are required. It is recommended that school districts secure such approval prior to purchase of new school sites.

(a) The size of the site is determined by the following factors:

1. Age and grade spans of children utilizing the area;

2. Maximum projected enrollment;

3. Nature and scope of instructional program;

4. Nature and scope of cocurricular program;

5. Sufficient and safe off-street parking and vehicular traffic drives separate from instructional areas;

6. Aesthetic development.

(b) The minimum requirements of sites for new school buildings or enlargements of existing school buildings are:

1. Elementary school - any combination of grades one through eight	Five usable acres plus one usable acre for each 100 children or fraction thereof of ultimate building capacity.
2. Junior high or high schools - any of grades seven through twelve	Ten usable acres plus one usable acre for each 100 children or fraction thereof of ultimate building capacity.

3. Park land lying adjacent to a school site which is suitable and available for school purposes is acceptable in meeting minimum requirements when joint land-use agreements exist between school and park administrative agencies.

(c) The approval of a site by the State Board of Education shall include a statement of the instructional program purposes and the maximum capacity for which it has been approved. Change of grade-level organization in or enlargements of an existing building will not be approved by the State Board of Education unless the requirements for site, as set forth in subsections (1) (a) and (1) (b) of this section, are met.

(2) School Buildings: School buildings are to be adequate in size and arrangement to accommodate the program offered. They are to be clean and comfortable in order to ensure the health of students and teachers and meet the standards of the State Board of Health. Each room is to be designed and equipped to serve

the specific purpose or purposes for which it is to be used; however, it should be as flexible as possible to allow for changing needs.

(a) New Construction:

1. New construction means and includes new buildings and additions or alterations to existing buildings

2. No person shall make plans or specifications or supervise the erection, enlargement, or alteration of buildings or any appurtenances thereto, for any building project involving over 4,000 square feet of ground area and over 20 feet in height from the top of the foundation to the top of the rafter plate, unless he is a registered architect or engineer (ORS 671.020 and 671.030).

3. Preliminary sketches (including site utilization), working drawings, and specifications for new construction and additions, or alterations designed to accommodate additional pupil load for all school buildings, shall be presented to the State Board of Education for review by the Board for educational adequacy.

4. Before plans are submitted for bid, the State Board of Education shall submit the plans to the State Board of Health for review of plumbing installations, types of fixtures, sewage disposal, and water supply systems; and to the Bureau of Labor for review of pressure vessels and for compliance with the electrical code. In areas where local codes are in force, approval by the appropriate local regulatory agency shall also be obtained by the school district.

5. A school district which is not in compliance with standards or is operating a conditionally standard school is to secure written approval from the Superintendent of Public Instruction prior to its contracting any bonded indebtedness (ORS 328.205).

(b) Structural Soundness: If, after inspection, the structural soundness of a school building is questioned by the State Board of Education, the district school board shall, officially, through the Superintendent of Public Instruction, request the Commissioner of Labor to inspect the building (ORS 332.190).

(c) The following criteria will be used by the State Board of Education in evaluating the adequacy of a school building:

1. Conventional classrooms for elementary schools are to be:

   A. 900 square feet minimum for new construction exclusive of storage area;

   B. 30 square feet per child minimum.

2. Conventional classrooms for junior high and high schools are to be:

   A. 800 square feet minimum for new construction exclusive of storage area;

   B. 25 square feet per child minimum.

3. Laboratory-type classrooms are to be 1200 square feet minimum for new construction exclusive of storage and preparation areas.

4. Classrooms developed for other than conventional instruction are to be designed for the special program to be undertaken. Plans for nontraditional classrooms shall include an explanation of the type of program contemplated in their utilization when submitted for approval.

5. Physical education areas are to be appropriate for the size and grade level of the school.

6. Administrative offices are to be appropriate for the size and grade level of the school.

7. Storage spaces are to be appropriate for the size and grade level of the school.

(d) Lighting and light control shall meet the following minimum requirements:

1. All natural light (daylight) in instructional areas is to be controlled to reduce glare and to provide conditions for audiovisual equipment utilization.

2. All artificial light sources are to be sufficient for the task to be performed and of types which do not create glare.

(e) Acoustical treatment with sound-absorbent materials is to be provided in classrooms, corridors, gymnasiums, lunch-

rooms, music rooms, libraries, and auditoriums, to contribute to an atmosphere appropriate for normal activities.

(f) Ventilation by either a gravity or mechanical system is to be provided in any area occupied by students or staff. Special provisions are to be made for the adequate ventilation of all areas where odors or impure air may exist.

(g) Health and safety features of buildings are to comply with the regulations of state agencies.

(3) Furniture, Equipment, and Supplies:

(a) A United States flag and an Oregon State flag of appropriate size and quality are to be displayed during good weather (ORS 336.045).

(b) The instructional furniture, equipment, materials, and supplies required at the various grade levels and in the various subject areas as indicated in the appropriate guides are to be provided.

(c) Storage space is to be provided for each room to house the instructional materials and supplies. Well-ventilated storage space is to be provided for students' wraps, lunches, and personal effects appropriate for the age and grade level involved.

(d) Glass installed in exit doors is to be of an approved safety type.

13-065 STANDARD IX - AUXILIARY SERVICES

(1) Custodial Service: The building shall be kept clean and the grounds maintained. An adequate supply of towels, soap, sanitary napkins, and toilet paper is to be provided. Regularly scheduled cleaning of light fixtures, windows, other building fixtures, and equipment is to be provided. (Instructional materials pertaining to selected custodial work processes are available from the State Department of Education and from Intermediate Education District offices.)

(2) Transportation Services:

(a) If transportation is provided at school district expense, such transportation shall conform to all laws and rules governing the operation of such transportation (ORS 485.010 to 485.060). Surveys of school transportation systems may be requested through the State Department of Education.

(b) Buses are to conform to all requirements established by the State Board of Education. (These requirements are compiled in the handbook Oregon School Bus Minimum Standards.)

(c) Bus drivers shall possess valid Oregon Driver's Licenses, Oregon Chauffeur's Licenses, and Oregon School Bus Driver's Licenses before operating a bus transporting children. They shall be familiar with the rules and regulations of the State Board of Education compiled in the Oregon School Bus Drivers Manual.

(3) School Lunch Services:

(a) Schools operating school lunch programs are to comply with the rules and regulations established by the State Board of Health and the State Board of Education.